

Presenter's name: Chieh Lu

Degree, affiliation: Master of Science (Clinical psychology)

Curriculum vitae:

Chairman of Taiwan Child Development Association.

Graduated from National Dong Hwa University with a bachelor's degree in Clinical psychology.

HETI certified Level 1 of Therapeutic Riding Instructor.

Category: Poster

Topic: Disabilities & Symptoms: Social Skills and Communication

Author:

Chieh Lu master of science

Title: A STUDY ABOUT THE CHANGING OF EAA THROUGH EXPERIMENTAL LEARNING TYPE OF INTERPERSONAL INTERACTION AND CONFIDENCE OF CHILDREN WITH DISABILITIES

Keyword 1: Equine Assisted Education

Keyword 2: interpersonal interaction

Keyword 3: Confidence

Abstract:

Observation: In the process of growing up, children with disabilities not only face congenital barriers but also often encounter many issues related to activities of daily living, interpersonal relationships, emotional control, and self-worth. Previous research has indicated that progressive independent practice and Situational Approach of teaching have had significant positive effects on the independence and social interactions of individuals with disabilities. Experiential learning has been shown to enhance participants' motivation for learning and bring about multi-faceted changes in cognition, emotion, and social skills. TCDA designed a three-day camp aimed at improving the social interaction abilities and self-confidence of children with disabilities through a progressive experiential curriculum.

Method: A total of 9 students who participated continuously from 2020 to 2024 (participated in four or more sessions) were included in the study, with ages ranging from 8 to 17 years old. Changes were observed through questionnaires filled out by parents.

Results and Conclusion: The three-day camp included activities such as environment orientation, teaching the knowledge of horses and how to interact with them, leading horses, grooming, and riding. Participants also practiced activities of daily living and cooperation skills. The progressive and experiential design of the program led to a 22% improvement in social interaction abilities among children, with some showing increased interest in interacting with others, showing care and praise towards others, and an increase in cooperative behaviours. Additionally, 44% of the children showed increased self-confidence, transitioning from being willing to attempt tasks only under guidance to gradually moving towards independence with minimal support. Their tolerating ability increased, negative emotions decreased, and they were willing to persist even in the face of failure.